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ABSTRACT

This final report discusses the activities and outcomes of a program at the University of Oregon designed to address the ongoing need for leadership personnel who are experts with infants, toddlers, and preschool-age children who are at risk or have disabilities and their families. The program was designed to prepare a minimum of 10 doctoral students over a six-year period. Students received comprehensive training in 11 competency areas including special education, early intervention/early childhood special education, interdisciplinary team collaboration, assessment/evaluation, supervision, clinical skills, program development, policy development, instructional skills, research and evaluation, and writing/dissemination. Leadership qualities of self-evaluation, effective communication, incorporation of feedback, initiative, responsibility, decision making, time management, and professional involvement were addressed. The program's comprehensive evaluation yielded outcome data in two areas: student progress and program objectives. During the six years of the program, 1994-2000, 17 students participated. Nine of the students have graduated and seven are employed in the area of early intervention/early childhood special education in higher education. Five students are currently enrolled in the program, are making good progress, and plan to graduate. The report discusses program goals and objectives, theoretical framework, training model, program outcomes, dissemination activities, and future activities. (Contains 14 references.) (CR)

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ED 449 622

Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program

FINAL REPORT

U.S. Department of Education
Office of Special Education Programs, Division of Personnel Preparation
Preparation of Leadership Personnel
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II. EXECUTIVE SUMMARY

The Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program at the University of Oregon addressed a critical and ongoing need for leadership personnel who are experts with infants, toddlers, and preschool-age children who are at risk or disabled and their families. The program was designed to prepare a minimum of 10 doctoral students over a six-year period. Students received comprehensive training in 11 competency areas including special education, early intervention/early childhood special education, interdisciplinary team collaboration, assessment/evaluation, supervision, clinical skills, program development, policy development, instructional skills, research and evaluation, and writing/dissemination. Leadership qualities of self-evaluation, effective communication, incorporation of feedback, initiative, responsibility, decision-making, time management, and professional involvement were addressed. A cohesive set of course offerings in combination with a variety of carefully designed field experiences were offered to students. This non-categorical, competency-based course of study was designed to prepare program developers, policy analysts/developers, university instructors, and applied researchers capable of leading and advancing the area of Early Intervention/Early Childhood Special Education.

The program's comprehensive evaluation yielded outcome data in two areas: Student progress and program objectives. Student progress was systematically monitored in course work by instructors, in field placement by supervisors, and in competency areas and leadership qualities by advisors. A matrix system was developed to plot student progress over time.

During the six years of this program, 17 students participated. Nine of these students have graduated and seven are employed in the area of EI/ECSE in higher education. Five students are currently enrolled in the program, are making good progress and plan to graduate.

Three students are continuing their doctoral studies in another program.

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IV. PROGRAM GOALS AND OBJECTIVES

Introduction

The field assigned a major responsibility for providing services to infants, toddlers, and young children with disabilities and their families, frequently referred to as Early Intervention/ Early Childhood Special Education (EI/ECSE), has grown significantly since its inception in the early 1970's (Bricker, 1989; Shonkoff & Meisels, 1990). A well established network of federally, state, and locally supported programs for children under the age of six years who are at risk and disabled now exists. With the growth of programs has come increased confidence in our ability to offer children and their families a range of needed services. Unfortunately, the quality of intervention services varies considerably across programs (Casto & Mastropieri, 1986). Many programs offer children and families exemplary services while others are staffed by personnel much less able to develop and deliver services that meet quality indicators such as those recommended by the Division of Early Childhood, Council for Exceptional Children (Odom & McLean, 1993), and by the National Association for the Education of Young Children (Bredekamp & Rosegrant, 1992).

As McCollum and McCartan (1988) point out, research related to personnel preparation in EI/ECSE is meager. For example, we know of no empirically-based studies in EI/ECSE to support the assumption that the quality of services is directly related to the experience, knowledge, and skills of the personnel who deliver the services. However, authorities in other educational fields indicate that there is a "wealth of support" for this assumption (Bowen, 1990). If this assumption is correct, then the preparation of quality personnel is of critical importance to improving services delivered to young children and their families.

To prepare paraprofessionals and professionals to consistently deliver the array of quality services needed by diverse populations of infants and young children who are at risk and disabled and their families requires well trained leadership personnel. In addition, leadership personnel are needed to improve current policy, expand and enhance program development, and to conduct research to address the many pressing problems confronting the field of EI/ECSE.

This project addressed a critical and ongoing need for leadership personnel who are experts with infants, toddlers, and preschool-age children who are at risk or disabled and their families. While this need has been evident for the past decade, the passage of P.L. 99-457 and its recent amendment, IDEA 1997, has greatly escalated the need for leadership personnel. The need is particularly acute for leadership personnel who can prepare professionals to provide direct services to populations of young children. Rooney, Fullagar, and Gallagher (1992) write that, "States have exhibited markedly slow progress in developing personnel to deliver services to infants and toddlers with disabilities and their families."

In addition to existing personnel shortages, there are growing numbers of infants and young children who are being identified as needing services. The implementation of federal and state legislation is resulting in the earlier identification of children with disabilities. A growing database on infants and children exposed to multiple risk factors clearly indicates this population must be addressed to avoid serious and lasting problems (Widerstrom, Mowder, & Sandall, 1997).

The present report describes an Interdisciplinary EI/ECSE Leadership Personnel Preparation Program that was designed to graduate highly competent professionals who can fill roles as instructors in higher education, policy developers/analysts, program developers, and researchers. The program is located in the University of Oregon, College of Education, Early

Intervention Program, which, in conjunction with the University Affiliated Program and the Center on Human Development, was particularly well positioned to offer this program.

Overview of Program

An overview of the Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program at the University of Oregon is contained in Figure 1.

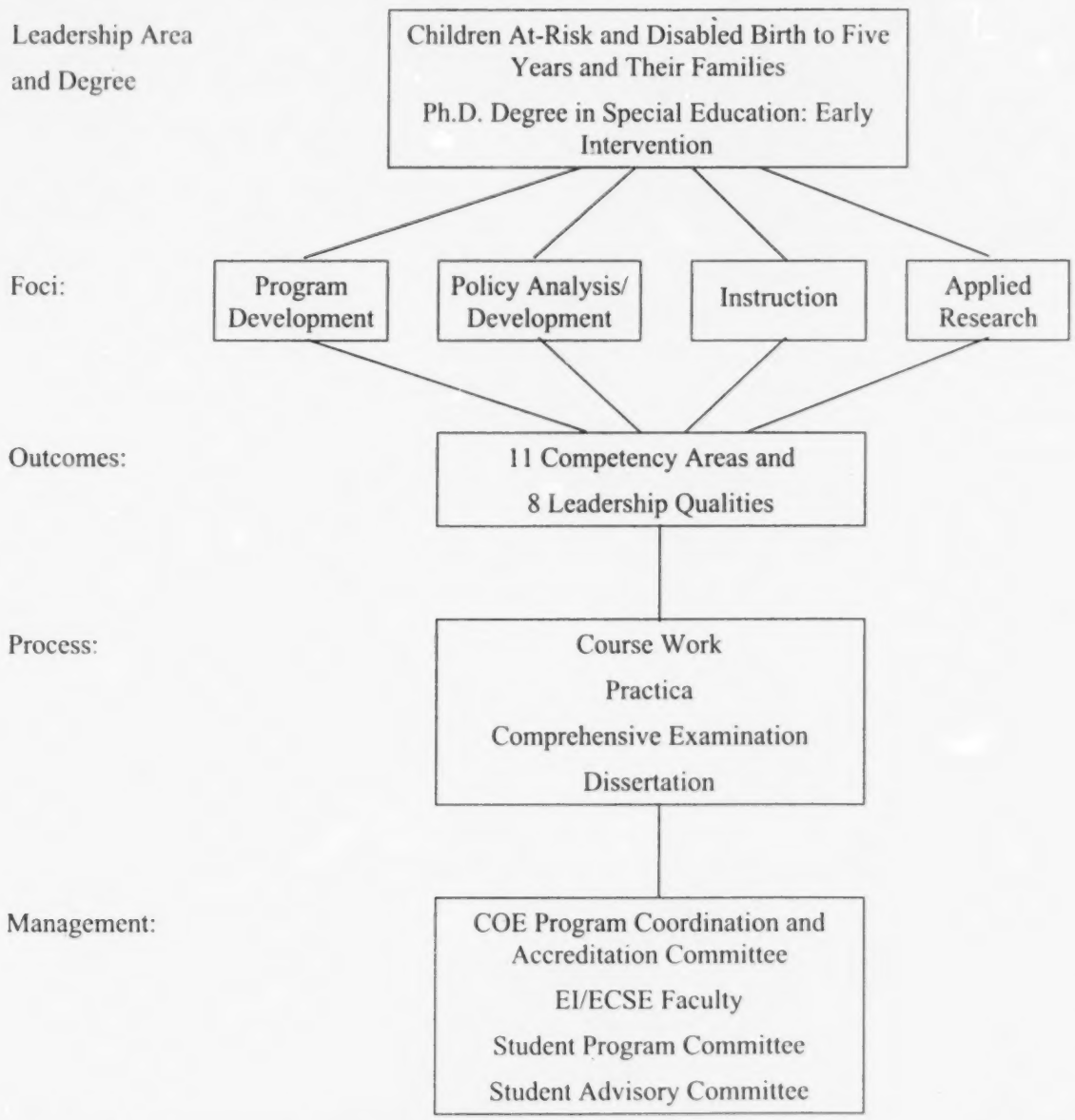


Figure 1. Overview of the Interdisciplinary EI/ECSE Leadership Program.

As noted in Figure 1, the leadership area is Children At-Risk and Disabled, Birth to Five Years and Their Families, with a Ph.D. degree in Special Education: Early Intervention. The program foci are program development, policy analysis/development, instruction, and applied research. The outcomes are embodied in 11 competency areas and 8 leadership qualities. The process to attain these outcomes includes course work, practica, comprehensive exams, and dissertation. Management of the program occurs through the College of Education Program Coordination and Accreditation Committee, EI/ECSE faculty, student program committee, and student advisors.

Program Goals and Objectives

The primary goal of this interdisciplinary leadership program was to prepare doctoral students over the five-year period of the grant (with an additional one year extension) to provide leadership in the area of infants and young children who are at risk and disabled and their families. The specific objectives included preparing these students to be:

1. Experts in Program Development, Implementation, and Evaluation

Students must develop skills to develop model early intervention programs. To accomplish this objective, students complete course work and training activities that train them to develop new innovative programs, expand existing programs, and provide technical assistance to enhance the effectiveness of existing educational and social services.

2. Experts in Policy Development and Analysis

If students are to assume leadership positions in educational and policy development/analysis, they must gain knowledge and skills in state-of-the-art concepts and procedures for administrating public agencies. Of special importance are the skills needed to coordinate the multiple agencies involved in educational and social service delivery. In addition,

developing skills to manage public agencies during periods of financial austerity is of substantial importance for the doctoral students. Finally, doctoral students are expected to develop skills that are needed to assist in policy development at the state and local level to assure that the mandates of IDEA and other legislation are implemented in a positive and effective manner.

3. Effective Instructors at Educational Institutions

If students are to become effective instructors in higher education settings, they need the knowledge and skills in the development of high quality courses in EI/ECSE. The preparation and delivery of lectures is considered an important academic skill. Further, students must develop skills to advise and supervise undergraduate and master's level trainees in field-based practicum settings.

4. Effective Applied Researchers

Students should be both consumers and designers of quality research. With dramatic changes occurring within the field of Early Intervention, the most powerful vehicle for understanding how children learn, develop, and adjust is through direct application of systematic intervention procedures and the objective collection of data in home, school, and community environments as to their effectiveness. Students are expected to acquire basic design and research skills that allow them to develop quality research proposals and implement applied research strategies. Students also must develop the skills to critically analyze research data and relate its value and relevance to applied settings.

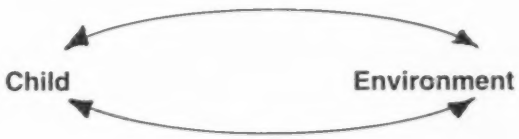
Underlying these four objectives was the assumption that the doctoral students would develop a general knowledge of Special Education and the necessary scholarly skills that permit thorough knowledge of the fields and areas of related importance, critical analyses of available literature, and formulation of constructive alternatives when appropriate.

V. THEORETICAL FOUNDATIONS

Program Rationale

Five major tenets provided the rationale that guided the training for the Early Intervention/Early Childhood Special Education Leadership Program. These included the 1) Transactional perspective, 2) Family systems perspective, 3) Developmental perspective, 4) Educational perspective, and 5) Interdisciplinary partnerships.

1) Transactional Perspective. The transactional (Sameroff & Chandler, 1975) or interactional (Lewis & Lee-Painter, 1974) model is focused upon the social responsiveness of the environment and interactive nature of the child-environment exchange. The child's growth and development are the sum of the actions to and reactions from the environment over time. Consequently, concern must extend to children and their impact on the environment as well as the reverse. The transactional perspective is represented in the simple schematic below, which was designed to indicate the cyclical and reciprocal nature of the child-environment interaction.



In addition to the emphasis on the reciprocal aspects of the interaction between child and environment, the transactional model reinforces attention to the importance of the child's social environment. The infant's initial exposure to the environment is largely mediated by the primary caregivers. This social mediation is of importance and should be a focal point for interventionists interested in facilitating the development of infants and young children who are at risk and disabled.

2) Family Systems Perspective. As the transactional perspective suggests, family

involvement is considered fundamental to the success of early intervention with infants and young children. To be effective with infants and young children, personnel must begin to formulate their input based on the larger social context in which the family resides (Minuchin, 1974). There is a need to take into account the resources, stresses, values, and desires of family members before developing elaborate intervention plans which families may find unsuitable or even distasteful.

The transactions that occur between caregivers and children should be, in turn, placed in the larger context of the family. The family is recognized as the focus of early intervention efforts in order to facilitate child change. The importance of the home environment, the social supports available to the family, and family characteristics are factors to be studied. The family's strengths and needs are carefully considered when implementing early intervention services.

3) Developmental Perspective. We have drawn heavily on developmental theory to provide the framework from which to formulate program content. Developmental theory provides a general description of normal development during infancy and early childhood. We believe the application of general developmental theory is enhanced by the skill theory perspective. Fischer (1980) suggests that cognitive and other domains of behavior are a composite of individual skills. Skill acquisition follows a developmental hierarchy that moves from the simple concrete level to the representation level to the level of abstraction. A skill sequence develops relatively independently to certain levels, at which time coordination between skills or clustering of skills occurs. The skills that develop and the speed with which they are acquired are dependent upon the environmental emphasis and input. Developmental theory provides general maps of emerging behavior. These maps are based on data that suggest the typical patterns of development for the young child in the domains of motor, cognitive, social-

communication, social, and adaptive behavior. Developmental hierarchies should be viewed as composites of sequentially acquired skills that guide most early intervention efforts. Such a framework specifies long-range goals and also suggests intervention sequences. However, skill sequences provide *general* guidelines and the interventionist should expect that many children who are disabled will deviate from the typical pattern as well as show a variation in acquisition rates across skill areas.

4) Educational Perspective. Another perspective underlying this training approach is its educational orientation. The approach is designed to permit the interventionists to focus on arranging environmental contingencies to produce change in the child and family. The key concept is taking action to produce change in the child and/or family. This perspective requires that education be defined in its broadest sense and does not refer exclusively to programming of skills more traditionally thought of as academic (e.g., reading and writing). Rather, in the present approach, educational refers to any skill or behavior that can be acquired through some form of environmental manipulation. Thus, most intervention formulated by allied health professionals appropriately falls under this definition of education.

The above definition of education provides the interventionist with a broad array of domains to consider as potential intervention targets. Working in tandem with an orthopedist and physical therapist to assist a child in learning to properly use a prosthetic device would be considered an educational goal. So, too, assisting a mother in acquiring more effective parenting strategies would be considered within the purview of education. Even assisting the family in acquiring social services that might indirectly impact on the care of the child would be considered educational and thus an appropriate target within the present approach. The only areas not dealt with directly in this approach would be techniques that attempt to alter the basic

physiological structure of the child; for example, surgery to repair a structural deficit. However, even in cases where medical intervention is required, it may be necessary to work on some corollary behavior that, given the present definition, is considered educational in nature.

5) Interdisciplinary Partnerships. Although this program has an educational orientation, that orientation is tempered by the recognized need for multiagency/ multidisciplinary collaboration if quality services are to be developed. Quality services for infants and children and their families who have a range of needs require the cooperation of many disciplines and agencies. If children are health impaired, medical or nutritional assistance may be necessary. If the family is neglectful, social service or legal agencies may need to be involved. If the child's development is delayed, educational or therapeutic services may be essential. Increasingly, the children and families being served in the Early Intervention and Early Childhood Education programs have multiple and often chronic needs. To meet these needs, EI/ECSE leadership personnel must first have a conceptual framework that recognizes this reality. Second, they must have a commitment to the development and implementation of programs that include and coordinate input from a variety of agencies and disciplines. No single agency or discipline can solve the many problems facing children at risk and disabled and their families.

IV. DESCRIPTION OF TRAINING MODEL

On September 1, 1994, funds were awarded to the Early Intervention Program, College of Education, University of Oregon, to offer a leadership personnel preparation program. Support for this program was provided by the University of Oregon and by the U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation, from

September 1, 1994 to August 31, 1999, with an extension to August 31, 2000.

Program Content

To meet the purpose of this training program, a comprehensive approach that coordinates all facets of training was employed. This approach relies primarily on an apprenticeship model. According to Brown, Collins, and Duguid (1989), the apprenticeship model:

> Supports learning in a domain by enabling students to acquire, develop, and use cognitive tools in authentic domain activity. Similarly, craft apprenticeship enables apprentices to acquire and develop the tools and skills of their craft through authentic work at and membership in their trade. (p. 39)

Two critical features of an apprenticeship model are authentic activity and modeling of desired behaviors. To implement the apprenticeship model, students in this doctoral program are integrated into a broad array of "authentic" activities such as developing service delivery options, creating state policy, conducting research, participating in professional activities, writing articles, chapters, and grants, and preservice and inservice teaching. The involvement of students in authentic activities provides them with essential information about their profession, what will be expected, and how to meet those expectations in exemplary ways.

The second feature of the apprenticeship model is the opportunity for students to work with and observe individuals who meet the standards for successful professional behavior in the field. In this program, students work with a variety of competent professionals or mentors who demonstrate effective ways to solve problems and make other important contributions to their profession.

To gain the knowledge and skills required to fill the roles of program developer, policy analyst, instructor, and applied researcher, the core and support faculty, using the competency apprenticeship model described above, offered appropriate courses, advising, and supervision. Student competencies and leadership qualities that were to be developed to meet the four

program objectives are shown in Figure 2. Figure 2 shows the relationship between course work and practica/training opportunities, and various competencies that were met upon completion of practica experiences or courses.

Students were required to complete a minimum of 130 hours of course work including practica and research hours. Required course work and recommended course work include EI/ECSE core, statistics, practica, electives, and research/dissertation requirements.

VII. DEPARTURES FROM ORIGINAL OBJECTIVES

None

VIII. PROGRAM OUTCOMES

Program Evaluation

An important function of this leadership training program is the faculty's commitment to program evaluation. The plan that was used to guide the program evaluation activities is contained in Figure 3. The two evaluation areas included: 1) student progress, and 2) program objectives. The evaluation plan in Figure 3 also contains the strategy to be used in each area, the evaluation interval, and the person responsible for assuring the evaluation is completed properly and on time. Each of the evaluation areas is discussed below.

Student Progress

Student progress is assessed by monitoring students' performance in course work by the instructor, fieldwork by the supervisor, comprehensive exam and dissertation by the appropriate

Figure 2. Relationship of program leadership qualities, competency areas, and professional activities to training opportunities and leadership roles.

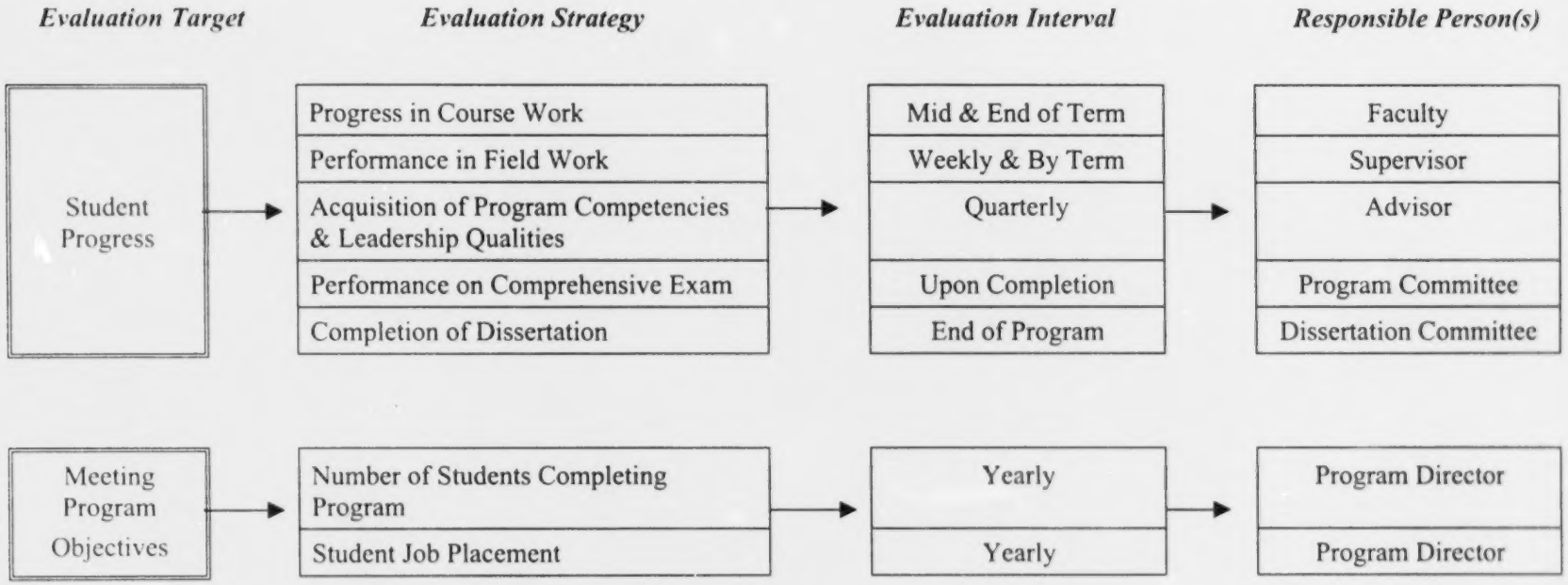
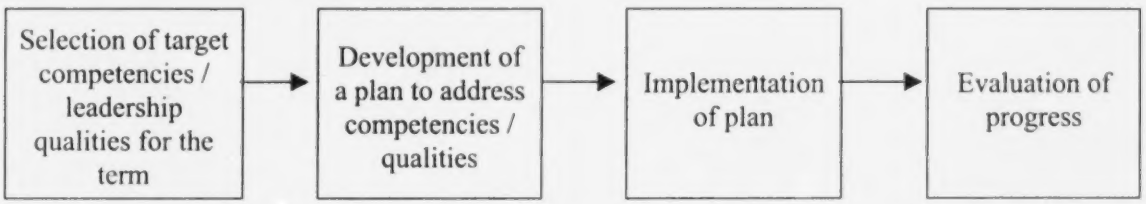


Figure 3. Project's evaluation plan.

committees, and acquisition of program competencies and leadership qualities by the advisor. To assure that students addressed each program competency and leadership quality, the system outlined below was used:


Selection of target competencies / leadership qualities for the term
Development of a plan to address competencies / qualities
Implementation of plan
Evaluation of progress

At the beginning of each term, students in conjunction with their advisors, selected one or more program competencies and one or more leadership qualities to address during the term and completed a Quarterly Competency Targets form for each selected competency and leadership quality. A copy of this form is contained in Figure 4. At the end of the term, the student and advisor reviewed these forms to selected competencies/qualities to target for the next term. The student's progress was plotted on evaluation matrices shown in Figure 5, 6, and 7.

Summary of Outcomes

One of the most important outcomes for personnel preparation programs is the number of students who successfully completed the program. In addition, it is important to know if graduates have been employed in positions for which they were trained. During the six years of this project, 17 students participated in the program. Fifteen of these students received at least one year of support (tuition and stipend) from this program, while the remaining two international students participated in the program but received no tuition or stipend support from this grant.

QUARTERLY PROFESSIONAL ACTIVITIES, COMPETENCY AREAS, AND LEADERSHIP QUALITIES PLANNING AND EVALUATION FORM
University of Oregon EI/ECSE Leadership Training Program

Name:_____ Term: _____ Year: _____ Advisor:_____

Competency:_____ Leadership Quality Area: _____

Proposed Activities or Strategies for Acquiring Competency or Leadership Quality:

_____

_____

_____

Proposed Evaluation Strategy:

_____

_____

_____

Evaluation Outcome:

_____

_____

_____

Rating:

needs direction	needs guidance	acceptable	above average	superior
1	2	3	4	5

Recommendations:

_____

_____

_____

Figure 4. A copy of the Quarterly Competency Target form.

PROFESSIONAL ACTIVITIES RATING FORM

University of Oregon EI/ECSE Leadership Training Program

Name: _____ Date Initiated: _____

Advisor: _____

These 15 professional activities are thought to be necessary to become knowledgeable and skillful in EI/ECSE. Both student and advisor should *independently* rate the student across the 15 activities at the conclusion of each term as a way to monitor student progress.

4 = great need 3 = substantial need 2 = some need 1 = competent, no need

Professional Activity	*Specific Activity*	*Approved by*	*Date completed*
1. Co-Teach EI/ECSE Course			
2. Offer Inservice Trainings (3)			
3. Supervise Licensure Students (3 terms)			
4. Evaluate Work Samples (2)			
5. Conduct Program Evaluation			
6. Write Grant Proposal			
7. Review/Critique Journal Manuscripts			
8. Write Journal Article			

Figure 5. Professional Activities Rating Form.

form continues

Professional Activity	*Specific Activity*	*Approved by*	*Date completed*
9. Write Policy Paper			
10. Conduct Literature Review			
11. Complete Course Syllabus			
12. Conduct Data Analysis			
13. Participate in Ongoing Research			
14. Conduct Pilot Research Study			
15. Participate on Committee			

LEADERSHIP QUALITIES RATING FORM

University of Oregon EI/ECSE Leadership Training Program

Name: _____ Date Initiated: _____

Advisor: _____

These 9 leadership qualities are thought to be necessary to become a successful leader in the area of EI/ECSE. Both student and advisor should *independently* rate the student across the 9 qualities at the conclusion of each term as a way to monitor student progress.

4 = great need 3 = substantial need 2 = some need 1 = competent, no need

Leadership Quality	Year 1				Year 2				Year 3			
	1	2	3	4	5	6	7	8	9	10	11	12
1. Evaluates Self Accurately												
2. Communicates Effectively												
3. Incorporates Feedback												
4. Shows Initiative												
5. Accepts Responsibility												
6. Makes Decisions												
7. Manages Time												
8. Solves Problems												
9. Offers Vision												

Figure 6. Leadership Qualities Rating Form.

COMPETENCY AREAS RATING FORM

University of Oregon EI/ECSE Leadership Training Program

Name: _____ Date Initiated: _____

Advisor: _____

These 11 competencies are thought to be necessary to become knowledgeable and skillful in EI/ECSE. Both student and advisor should *independently* rate the student across the 11 competency areas at the conclusion of each term as a way to monitor student progress.

4 = great need 3 = substantial need 2 = some need 1 = competent, no need

Competency Area	Year 1				Year 2				Year 3			
	1	2	3	4	5	6	7	8	9	10	11	12
1. Special Education Knowledge												
2. EI/ECSE Knowledge												
3 Team Collaboration												
4. Assessment/Evaluation												
5. Supervision												
6. Clinical Intervention												
7. Program Development												
8. Policy Development/Analysis												
9. Instruction												
10. Research/Evaluation												
11. Writing/Dissemination												

Figure 7. Competency Areas Rating Form.

Table 1. Name, Date Entered, Date Graduated, and Current Position and Location of Students Completing the Program Between September 1, 1994 and August 31, 1999

Name	*Date Entered*	*Date Graduated*	*Position*	*Location*
1. Straka	1991	1994	EI/ECSE Consultant	Wells, ME
2. Johnson	1990	1995	Assistant Director, UAP University of Nevada	Reno, NV
3. Kim	1993	1996	Assistant Professor Southern Oregon State University	Ashland, OR
4. Pretti-Frontczak	1994	1996	Assistant Professor Kent State University	Kent, OH
5. Stewart	1994	1998	Assistant Professor Salem College	Winston-Salem, NC
6. Yockelson	1994	1999	Research Associate and Instructor University of Oregon	Eugene, OR
7. Heo	1994	1999	Professor Woosuk University	Seoul, S. Korea
8. Megrath	1991	2000	Director Child-Family Clinic	Kennebunk, ME
9. de Meurers	1996	2000	Conducting Job Search	Salem, OR

Of the 17 students who participated in this leadership program between 1994 and 2000, nine have successfully completed all requirements and graduated with a Ph.D. degree. Table 1 contains a list of these students, date of program entry, date of graduation, and current position and location. Table 2 contains a list of the eight other students who entered the program during the grant period. Five of these students are currently enrolled in the program. Each is making good progress and his or her expected graduation date is noted in Table 2. Three students are continuing their doctoral studies in another program.

Table 2. Name, Date Entered, and Expected Graduation Date
for Students Completing the Program

Name	*Date Entered*	*Expected Graduation Date*
1. Schoen	1995	2001
2. Winder	1995	Transferred to another program
3. Carter	1998	2001
4. Clifford	1998	2001
5. Smith	1999	Transferred to another program
6. Torres	1999	Transferred to another program
7. Johnson	1999	2002
8. Allen	1999	2002

Sixteen of the 17 students who have participated in this program are female, and one is male. Fourteen are Caucasian, two are Asian, and one is Hispanic. Twelve of the students had backgrounds working with young children or individuals with disabilities prior to entry into the program. Backgrounds were varied and included: Physical therapist, occupational therapist, early childhood educator, school psychologist, communication specialists, special educators, and counselors. The varied backgrounds of these students did much to reinforce the interdisciplinary approach of this leadership training program.

The number of students completing a program is important, but equally important is what these students do following graduation. As shown in Table 1, six graduates have positions in higher education. In each case, their appointment is in the area of early intervention or early childhood/special education. In addition, one student is successfully self employed as a private

EI/ECSE consultant. One student has returned to her native country, S. Korea, to become a professor of Special Education at a well-known university. One student is directing a community-based child-family clinic. A third student, who recently completed the program, is searching for a position in EI/ECSE.

Summary

The evaluation data generated by this six-year combined-university and federally-funded leadership training program is uniformly positive. The faculty and staff of this program have developed a set of course work and practica that permitted students to gain the competencies and leadership qualities to successfully obtain leadership positions in their chosen field. We have recruited students who were well equipped to meet the serious professional challenges of this quality training program and, more importantly, we have provided the necessary guidance and support for their successful completion of this program in a timely manner.

XI. DISSEMINATION ACTIVITIES, PUBLICATIONS

The focus of this grant has been on training leadership personnel. The faculty and students associated with this program have participated and continue to participate in a variety of dissemination activities. The Early Intervention Program has two outreach grant projects. One project is focused on assisting personnel to create and implement developmental screening programs, while the second is focused on training personnel to use activity-based intervention. Both of these dissemination efforts have resulted in the training of an array of early intervention personnel as well as the provision of technical assistance to a range of service delivery programs.

A list of publications since 1994, the initiation of this leadership project, is contained in Appendix A.

X. FUTURE ACTIVITIES

As argued in the original grant application for this leadership program, the potential impact of well-prepared leadership personnel is significant. Graduates from this program who move into higher education position have the potential to prepare hundreds of direct service personnel for early intervention and early childhood special education programs. Those graduates who choose to engage in program development and implementation can also affect the lives of hundreds of children and their families. Finally, graduates who develop policy and/or disseminate information through written publications, presentations, and inservice training also have the potential to shape the field in positive directions and improve the quality of services and the state of knowledge in our field.

XI. ASSURANCE STATEMENT

A full copy of this final report has been sent to the ERIC/OSEP Special Project of the ERIC Clearinghouse on Handicapped and Gifted Children, and a copy of the title page and executive summary have been sent to the NEC*TAS Coordinating Office.

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Appendix A

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